

## 2007 AP ENGLISH LITERATURE SCORING GUIDELINE

### Question 3: The Effect of Past Events on the Actions, Attitudes or Values of a Character

General Directions: This scoring guide will be useful for most of the essays that you read, but in problematic cases, please consult your table leader. The score you assign should reflect your judgment of the quality of the essay as a whole—its content, its style, its mechanics. **Reward the writers for what they do well.** The score for an exceptionally well-written essay may be raised by one point above the otherwise appropriate score. In no case may a poorly written essay be scored higher than a three (3).

- 9-8** These essays offer a well-focused and persuasive analysis of how a character's relationship to the past affects the character's actions, attitudes, or values. Using apt and specific textual support, these essays fully explore that relationship and demonstrate what it contributes to the meaning of the work as a whole. Although not without flaws, these essays make a strong case for their interpretation and discuss the literary work with significant insight and understanding. Generally, essays scored a nine (9) reveal more sophisticated analysis and more effective control of language than do essays scored an eight (8).
- 7-6** These essays offer a reasonable analysis of how a character's relationship to the past affects the character's actions, attitudes, or values. These essays explore that relationship and demonstrate what it contributes to the meaning of the work as a whole. These works have insight and understanding, but the analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the 9-8 essays. Generally, essays scored a seven (7) present better developed analysis and more consistent command of the elements of effective composition than those scored a six (6).
- 5** These essays respond to the assigned task with a plausible reading, but tend to be superficial or undeveloped in their analysis. They often rely upon plot summary that contains some analysis, implicit or explicit. Although the writers attempt to discuss the effect of the past on the actions, attitudes, or values of a character and what that relationship contributes to the work as a whole, they may demonstrate a rather simplistic understanding of the work. Typically, these essays reveal unsophisticated thinking and/or immature writing. The writers demonstrate adequate control of language, but their essays lack effective organization and may be marred by surface errors.
- 4-3** These lower-half essays offer a less than thorough understanding of the task or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work, or they may fail to establish the nature of the effect of the past on a character's actions, attitudes, or values. They may not address or develop a response to how that relationship contributes to the work as a whole, or they may rely on plot summary alone. Their assertions may be supported or even irrelevant. Often wordy, elliptical, or repetitious, these essays may lack control over the elements of college-level composition. Essays scored a three (3) may contain significant misreadings and demonstrate inept writing.
- 2-1** Although these essays make some attempt to respond to the prompt, they compound the weaknesses of the papers in the 4-3 range. Often, they are unacceptably brief or are incoherent in presenting their ideas. They may be poorly written on several counts and contain distracting errors in grammar and mechanics. The writer's remarks are presented with little clarity, organization, or supporting evidence. Particularly inept, vacuous, and/or incoherent essays must be scored a one (1).
- 0** These essays make no more than a reference to the task.
- These essays are either left blank or are completely off-topic.